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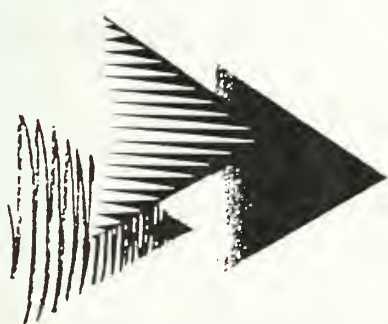
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CAREER TRANSITIONS

Course of Studies

DRAFT

- Introductory Level
- Intermediate Level
- Advanced Level



Career &
Technology
STUDIES

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NOTE: Questions or comments about this course of studies are welcome and should be directed to:

Michael Alpern
Program Consultant, Career Transitions
Curriculum Branch
Alberta Education
Devonian Building West
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

Telephone: (403) 422-4872
Fax: (403) 422-5129


or to:

Sharon Prather
Program Manager, Career and Technology Studies
Curriculum Branch
Alberta Education
Devonian Building West
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

Telephone: (403) 427-2984
Fax: (403) 422-3745

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CAREER TRANSITIONS

A. STRAND RATIONALE

Career Transitions can help students to see the relevance of schooling and to establish the connection between that schooling and the work world. Commitment by an individual, to a project, is greatly enhanced if he or she is working toward a specific goal. Students participating in Career Transitions will set more realistic career goals, which in turn will increase their motivation to succeed in courses that are essential to achieve their specific goals. Students can determine what employers expect of prospective employees, and can actively work to meet these expectations. Contact with role models in the work setting can provide accurate information as to the training and pre-training requirements of the occupation. Finally, most successful businesses have up-to-date technology and employ recently trained people, so students are exposed to a currency that most schools cannot maintain.

Career Transitions focuses on helping students make a smooth transition from secondary school to the world of work or to further training and/or education. Career planning helps students identify and understand their values, interests, skills and aspirations. Researching occupations that reflect this self-knowledge allows students to make informed choices, and can help to ensure that the exploration that occurs is relevant to the goals the students establish as part of their career plan. Job search and acquisition skills are developed and the students discover that understanding employer expectations, writing targeted résumés and developing interview

skills have lifelong value. As well, students recognize and develop skills that allow them to advance within selected career paths.

Career Transitions encourages the development of independent thinking skills and decision making. As well, it encourages students to develop the abilities and flexibility required to adapt to new situations, including changes in career paths.

Career Transitions modules encourage students to recognize the transferability and applicability of competencies they have developed in other courses and through hobbies, interests or work. These modules can assist students to identify and access career opportunities.

Career Transitions has the potential to create some of the most meaningful educational experiences for today's high school students. It encourages partnerships in which students, schools and businesses can work together toward common goals.

B. STRAND ORGANIZATION

CURRICULUM STRUCTURE

Career Transitions, like other Career and Technology Studies curricula, has been developed using a modular design. A module is a unit of curriculum that should be achieved by most students in approximately 25 hours of learning.

The Career Transitions curriculum is organized into three levels of learning: introductory, intermediate and advanced.

Each level of Career Transitions contains three major concepts:

- Employability Skills
- Expectations, Rights and Responsibilities
- Transition.

THEMES

The introductory level module (CTR101) focuses on preparing students for job acquisition. The intermediate level module (CTR201) focuses on assisting students to maintain and advance in their jobs. The advanced level module (CTR301) focuses on developing students' abilities to access, interpret and incorporate labour market information into a personal career plan.

PROGRAM PLANNING

The Career Transitions curriculum allows schools and teachers the flexibility to design school programs based on the needs and interests of their students and circumstances in the school and community.

The Career Transitions modules may be offered by schools as a 3-credit course, or they may be grouped together with modules from other strands as 3-, 4-, 5- or 6-credit courses.

Samples

The following groupings are examples of possible module combinations.

Career Transitions modules only:

Sample 1:

CTR101	CTR201	CTR301
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Career Transitions modules in combination with modules from other CTS strands:

Sample 2:

CTR101	CTR201	Communica- tions
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Sample 3:

CTR101	Tourism	Tourism
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Sample 4:

CTR101	CTR201	Fashion	Cosmetology	Communica- tions
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The Career Transitions modules will support programs that involve students in off-campus community placements; i.e., work experience, cooperative education, work study, registered apprenticeship, off-campus vocational education.

Linking the Career Transitions modules and the Work Experience 15, 25, 35 courses will strengthen the existing Work Experience program and provide an opportunity for students to apply the knowledge, skills and attitudes developed in the Career Transition modules.

The Career Transitions modules may be grouped with Work Experience 15, 25, 35 in the following ways:

Sample 5:	CTR101	WE 15, 25 or 35 (75 hrs)		
	CTR101	WE 15, 25 or 35 (125 hrs)		
Sample 6:	CTR101	CTR201	WE 15, 25 or 35 (75 hrs)	
	CTR101	CTR201	WE 15, 25 or 35 (125 hrs)	
Sample 7:	CTR201	WE 25 or 35 (75 hrs)		
	CTR201	WE 25 or 35 (125 hrs)		
Sample 8:	CTR301	WE 35 (75 hrs)		
	CTR301	WE 35 (125 hrs)		
Sample 9:	CTR101	CTR201	CTR301	WE 15, 25 or 35 (75 hrs)
	CTR101	CTR201	CTR301	WE 15, 25 or 35 (125 hrs)

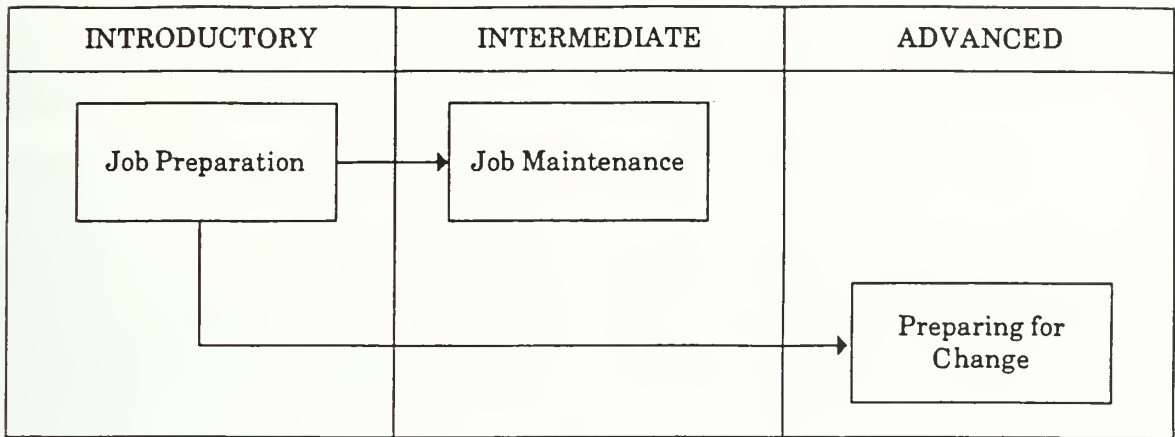
In grouping the Career Transitions modules with Work Experience 15, 25, 35, it is recommended that the introductory module be prerequisite to the first work experience course a student enrolls in, and that the intermediate module be prerequisite to the second work experience course a student enrolls in. The advanced level module may be optional.

Schools may allow students to enroll in the Career Transition modules and the Work Experience courses concurrently.

LINKAGES

Schools may also choose to offer one or more of the Career Transitions modules in combination with a 3-credit CALM course. The Career Transitions modules complement the career exploration portion of the CALM curriculum.

SCOPE AND SEQUENCE



→ Indicates prerequisite module.

C. CURRICULUM AND ASSESSMENT STANDARDS

CURRICULUM STANDARDS

Curriculum Standards are expressed through learner expectations which describe the competencies that students are to develop.

Strand Learner Expectations

Strand learner expectations for Career Transitions serve as the foundation for each module and each set of specific learner expectations. The strand learner expectations are composed of the knowledge, skills and attitudes that will enable students to:

- analyze the job market and societal trends and relate them to personal career plans
- explore selected occupations in depth
- demonstrate successful job search, acquisition and maintenance skills
- understand the concept of job termination
- develop acceptable work habits and positive attitudes toward work
- identify and discuss the expectations, rights and responsibilities of employers and employees
- recognize and develop safe workplace practices
- identify and understand legislation and regulations that govern employers and employees
- understand the relationships between the individual worker, the employer, organized labour and the government
- explore the relationship between education, training and career advancement
- make a smooth transition between schooling and the world of work.

Module Learner Expectations

Module learner expectations describe what the student should know and be able to do to successfully complete the module.

Specific Learner Expectations

Specific learner expectations define the scope of learning. They help teachers to organize for instruction to help students achieve the module learner expectations. Specific learner expectations for Career Transitions are defined on pages 9 through 16.

ASSESSMENT STANDARDS

Assessment standards describe the conditions and criteria for determining whether or not students' performance meets the required standards.

MODULE CTR101: JOB PREPARATION

Level: **Introductory**

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify and develop knowledge, skills and attitudes that will enable him or her to conduct successful employment searches prepare a personal employment search portfolio 	<p><i>The student will:</i></p> <ul style="list-style-type: none"> to checklist standards, complete the following: <ul style="list-style-type: none"> application form covering/introductory letter résumé given 10 examples of interview behaviours, identify them as appropriate or inappropriate to checklist standards, demonstrate appropriate interview skills given 10 examples of work situations, identify them as safe or unsafe correctly, identify <u>all</u> the Workplace Hazardous Materials Information System (WHMIS) symbols to checklist standards, describe the procedure to be followed when an accident occurs answer correctly at least 25 out of 30 randomly generated questions dealing with: <ul style="list-style-type: none"> Occupational Health and Safety, including WHMIS Workers' Compensation Employment Standards Code. 	<p>40</p> <p>10</p> <p>10</p> <p>10</p> <p>5</p> <p>5</p> <p>20</p>

Specific Learner Expectations

Concept	Specific Learner Expectations
Employability Skills	<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify personal reasons for exploring career options develop a self-assessment profile based on personal interests, values, aptitudes and abilities define the terms: <ul style="list-style-type: none"> “job” “occupation” “career” select one or two occupations to explore

MODULE CTR101: JOB PREPARATION (continued)

Concept	Specific Learner Expectations
Employability Skills (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● compile the following information about each occupation: <ul style="list-style-type: none"> – description of entry-level jobs – entry-level skills required ● discuss the steps of an effective job search: <ul style="list-style-type: none"> – getting ready – finding suitable job leads – marketing your skills – dealing with job search disappointments – wrapping up your job search ● examine several application forms and identify questions as appropriate or inappropriate according to human rights legislation ● complete and present the following: <ul style="list-style-type: none"> – application form for a specific job – covering/introductory letter – current résumé ● identify the elements of a letter of recommendation and a letter of reference ● describe the importance and the purpose of a job interview ● provide appropriate responses to sample interview questions ● demonstrate the interviewing skills developed.
Expectations, Rights and Responsibilities	<ul style="list-style-type: none"> ● list personal job expectations ● identify Occupational Health and Safety requirements of selected jobs ● understand “Workplace Hazardous Materials Information System”: <ul style="list-style-type: none"> – explain WHMIS – identify WHMIS symbols and explain their meaning – identify employer responsibilities regarding WHMIS – identify employee responsibilities regarding WHMIS – recognize availability of WHMIS certification ● explain how the Employment Standards Code applies in the following areas: <ul style="list-style-type: none"> – minimum wages – hours of work and overtime – hours of rest – vacations and vacation pay – holidays – termination of employment – employment of adolescents and young persons

MODULE CTR101: JOB PREPARATION (continued)

Concept	Specific Learner Expectations
Expectations, Rights and Responsibilities (continued)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● identify and explain the key guidelines of the Alberta Work Experience Education policy ● explain how Workers' Compensation applies to Alberta Work Experience Education students.
Transition	<ul style="list-style-type: none"> ● explain the role of secondary education as a transition to the world of work or to further education ● explain how the following are means of exploring careers: <ul style="list-style-type: none"> – job shadowing – mentoring – work study – work experience – cooperative education ● understand that exploration may be a positive or a negative experience ● identify the hidden job market ● identify the education and training requirements of selected entry-level jobs ● prepare and present an employment portfolio.

MODULE CTR201: JOB MAINTENANCE

Level: Intermediate

Prerequisite: Job Preparation (CTR101)

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
<i>The student will:</i> <ul style="list-style-type: none">● identify and develop knowledge, skills and attitudes that will enable them to be successful in acquiring and maintaining employment	<i>The student will:</i> <ul style="list-style-type: none">● on a checklist, identify personal strengths and weaknesses● compare his or her personal strengths and weaknesses with a ranked checklist of the 42 qualities employers identified as most valued in entry-level employees● given 20 examples of work behaviours and attitudes, identify them as positive or negative and explain why● answer correctly at least 25 out of 30 randomly generated questions dealing with:<ul style="list-style-type: none">– Labour Employment Standards– Occupational Health and Safety– Apprenticeship Branch– Career Development Centres.	20 20 40 20

Specific Learner Expectations

Concept	Specific Learner Expectations
Employability Skills	<i>The student will:</i> <ul style="list-style-type: none">● identify the knowledge, skills and attitudes most valued by employers (in relation to a specific occupation):<ul style="list-style-type: none">– academic<ul style="list-style-type: none">● communication skills● thinking skills● learning skills– personal management skills<ul style="list-style-type: none">● positive attitudes and behaviours● responsibility● adaptability– teamwork skills<ul style="list-style-type: none">● working with others● identify and assess personal skills and attitudes in relation to those most valued by employers

MODULE CTR201: JOB MAINTENANCE (continued)

Concept	Specific Learner Expectations
Expectations, Rights and Responsibilities	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● describe an ideal work situation in relation to a selected occupation ● develop strategies to deal with conflict in the workplace ● identify and discuss possible reasons for job termination ● explain the differences in the following types of job termination: <ul style="list-style-type: none"> - quit - resigned - laid off - fired - voluntary severance ● discuss "workplace ethics" ● identify and list the services provided by: <ul style="list-style-type: none"> - Labour Employment Standards Branch - Occupational Health and Safety - Workers' Compensation Branch - Apprenticeship Branch - Canada Employment Centres - Alberta Career Development Centres ● identify how the Employment Standards Code applies to: <ul style="list-style-type: none"> - employee benefits - maternity/paternity leave - severance pay.
Transition	<ul style="list-style-type: none"> ● identify transferable career skills that have been developed ● identify employment opportunities within selected occupation(s) ● identify possible career paths within a selected business or industry and present an overview of training and/or education required to advance in the various career paths.

MODULE CTR301: PREPARING FOR CHANGE

Level: Advanced

Prerequisite: Job Preparation (CTR101)

Module Learner Expectations and Assessment Standards

Module Learner Expectations	Assessment Standards	Emphasis (%)
<i>The student will:</i> <ul style="list-style-type: none">● analyze the role of government and labour unions in relation to employers and employees● gather and analyze appropriate labour market information related to selected occupations and incorporate the findings into a personal career plan	<i>The student will:</i> <ul style="list-style-type: none">● given a list of 10 employment related issues, indicate whether they are federally, provincially or municipally regulated● answer correctly at least 15 out of 20 randomly chosen questions relating to unions and professional associations● verbally or in writing, list 5 emerging employment patterns● to checklist standards, prepare and present a<ul style="list-style-type: none">– personal career plan– current employment profile.	20 10 20 50

Specific Learner Expectations

Concept	Specific Learner Expectations
Employability Skills	<i>The student will:</i> <ul style="list-style-type: none">● discuss the importance of networking in locating employment opportunities● update a personal résumé● complete and present a current personal employment portfolio.
Expectations, Rights and Responsibilities	<ul style="list-style-type: none">● identify and discuss areas of federal, provincial and municipal regulation and control that impact on selected businesses and industries● identify and describe the role of labour unions and professional associations for employees and employers● explain the concept of “labour negotiations” between employees and employers.

MODULE CTR301: PREPARING FOR CHANGE (continued)

Concept	Specific Learner Expectations
Transition	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● understand that changing jobs is a natural and essential step in pursuing career goals ● discuss the employment patterns that are emerging in relation to: <ul style="list-style-type: none"> - number of employees - length of employment - location of workers - types of employment ● identify and describe job retraining programs and further education/training opportunities within a selected occupation(s) ● develop knowledge and skills to assist in determining when retraining or further education is most appropriate ● identify and explain how societal factors may affect an occupation ● identify and discuss some of the major changes that have or are occurring within selected occupation(s) ● identify sources of current labour market information ● analyze current labour market information and predictions to identify employment trends within a selected occupation(s) ● prepare and present a personal career plan that includes a plan for job training and/or post-secondary education.

D. RESOURCES

SUPPORT LEARNING RESOURCES

Information Development and Marketing
Branch. *Job Seekers' Handbook*. Edmonton,
AB: Alberta Career Development and
Employment, 1992.

ISBN 0773200134

Brand, Margaret and Ann Olney Sparkes.
Success in the Workplace. Mississauga, ON:
Copp Clark Pitman Ltd., 1990.

ISBN 0773050043

Campbell, Richard. *Working Today and
Tomorrow*. Concord, ON: Irwin Publishing,
1990.

ISBN 0772517762

Misener, Judi and Susan Kearns. *Expanding
Your Horizons: a Career Guide*. Toronto,
ON: McGraw-Hill Ryerson Limited, 1993.

ISBN 0075513927

Stull, William A. and Robert H. Zedlitz. *The
Work Experience Planner*. Second edition.
Cincinnati, OH: South-Western Publishing
Co., 1990.

ISBN 0538602899

Winder, Linda, Sonja Stih and Jim O'Connor.
*Transitions: A Practical Guide to the
Workplace*. Don Mills, ON: Maxwell
Macmillan Canada Inc., 1989.

ISBN 0029535220

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Mike Blackwell	Wetaskiwin Composite High School
Barry Edgar	Grande Prairie Composite High School
Kenneth Jacknicke	Post-secondary Education Representative
Bev Klemen	W. R. Myers High School
Sam Perverseff	Alberta Teachers' Association Representative
Connie Peters	Vincent J. Maloney Junior High School
Darren Reeder	Business/Industry Representative
Barry Stangeland	Roland Michener High School
Gordon Welch	CASS Representative
Gordon Worobec	Alberta Teachers' Association Representative

CAREER TRANSITIONS WRITING TEAM

These individuals wrote the initial draft of the curriculum.

Stuart Adams	County of Strathcona
Dale Gullekson	Bev Facey Composite High School

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Bill Koehler	Edmonton Public Schools
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FIELD REVIEW TEACHERS

These individuals participated in the field review of curriculum and resources.

Edward Asp	Warburg High School
Mel Card	County Central High School and Lomond School
Dale Saunders	Grande Prairie Composite High School
Ed Watrich	Glendon School

ALBERTA EDUCATION, CURRICULUM BRANCH

Lloyd Symyrozum
Keith Wagner
(A. A.) Scotty Day
Sharon Prather
Jeannette Pawliuk

Director, Curriculum Branch
Deputy Director, Curriculum Branch
Assistant Director, Career and Technology Studies (Retired)
Program Manager, Career and Technology Studies
Program Consultant, Career and Technology Studies

Nancy Foulds
Shelley Gauthier
Lin Gray
Dianne Hohnstein
Marcie Whitecotton-Carroll
Esther Yong

Editor, Career and Technology Studies
Desktop Publishing
Desktop Publishing
Desktop Publishing
Administrative Support
Desktop Publishing

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